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## EDITORIAL NOTES

"I shot an arrow into the air"—

There is great diversity of opinion as to what constitutes an Opportunity. There are those who say she is a skittish jade that dances for a moment before the dazzled eyes of bewildered mortals, and then vanishes into the ether never more to return. This was the view of the late Senator Ingalls from Kansas, who embodied his idea in the "Great American Sonnet." In this, he said she tinkles the door-bell but once, or words to that effect, and if Buttons happens to be off duty for the moment, she goes careering on her scornful way. Whether true or false, this notion works up well into poetry, and the senator caught his Opportunity when he dropped state-craft long enough to write that verse. The chances are that as "the tooth o' Time" gnaws his fame away, the part political will be to the part poetical as oatmeal to grapenuts.

**Opportunity  
in Poetry**

Others say, though, this view is entirely wrong; that Opportunity wanders about in every neighborhood with the patience of a tithing-man and the persistence of a book-agent; that she all but batters in the panels of the front door, and, failing entrance there, she goes around to the back and kicks and bangs until driven off by the dog. These ideas, so directly opposed to each other, show that there is considerable guesswork concerning this elusive wench, and the ordinary man may be reasonably excused if perchance he sometimes misses *his* Opportunity.

**Opportunity  
in Blank Verse**

It is the purpose here, however, to set forth a case about which there shall be no doubt; that is, to present an unmistakable Opportunity. This particular one is not to be of the winged-heeled, nervous, thistle-down type referred to in the Kansas senator's poetry. It is of the stalwart, beef-fed, ruddy-hued, portly kind that takes an apartment and settles down to make the acquaintance of the solid citizens.

**Opportunity  
in Prose**

It is the Opportunity to found an institution, mainly for children, that shall embody the best that we now have in the school, the home, the library, the park, the business house, the bank, the prison, and the reformatory. This institution is to be founded, constructed, and maintained according to the following bill of particulars.

1. It must be free for all, from the goo-goo grade up, who have time to spare and a desire to make good use of it. Nobody will graduate, because no one will exhaust the possibilities of the place nor the chances for work. There will be just plain living on and on from day to day—no quitters.

**Specifications  
for a School**

2. It will be fitted for work in arts and in crafts to meet the taste and the several abilities of the people. The occupations found in human society at large will be born here and carried as far as possible.

3. The building, therefore, will partake largely of the workshop character in which each shop will be a studio of art. It will have its museum for collections, in which there will also be a warehouse and salesroom attachments through which the products of the place can be sold. It will have a library with study-rooms adjoining for the reinforcement of the work of the place with all that books can give. A gymnasium, baths, and rest-rooms will be ample, and an assembly hall will give Opportunity to hear in public some of the things that may be worth while.

4. Every worker, according to his capability, must be placed upon a self-supporting basis. Everyone from the first must begin to work out the relation of his honest earning-power to the cost of self-maintenance. Everything done, therefore, shall be planned under an ideal of the useful and beautiful for some worthy end, and hence it will have its price. This price must go to the worker's credit.

5. There must be half a dozen acres of ground or more about the building, worked and cared for by the workers in the institution. In this place every square foot shall yield, as farm, garden,

orchard, or lawn, as much as it can be induced to give up for the common weal.

6. The work needed for the care and maintenance of the building and grounds will not be classified by itself nor be deemed something apart from instruction. How to keep everything clean and sanitary will be an important branch of learning. For this, as for all other work in the place, the worker shall receive his price.

7. There must be a financial department or bank in the hands of the workers, where all the funds acquired through their work can be properly handled. Money values must be learned, and business ideals must be developed to stop the drain of the slot machines.

8. All the resources of history, science, art, and of the three R's as tools will be drawn upon as fully as possible to enrich and forward the development of the social and industrial life of this community.

9. The house will be open at all hours day and night—at least as many hours as the saloons—free to all children and their parents, who will have access to reading-rooms, library, workshops, gymnasium, and playgrounds.

10. This institution will be based upon the social settlement idea—not that of the monastery.

11. It will be a school in the broadest sense for all the people who will practically observe the adage, "It is never too late to learn." It will stand, not only for education for the sake of labor—the idea of our technical and trade-schools—but also for labor for the sake of education.

12. It will not be a free institution in the sense that its function will be to hand out blessings gratis, but to the end that it shall stand as Opportunity to all who desire to be industrious and who wish to fortify industry with education as long as they live.

13. This institution is not to be built in the slums, nor yet beyond their reach in a remote country place, but middle-wise where people like to live because of fresh air, convenience to work, and something of open spaces.

14. The institution will rest upon the principle that the productive types of labor are essential elements in the highest type of education; that it requires a proper union of these two factors to develop the highest type of life; that the highest type of life is that which is most highly productive. There will be, therefore, a careful estimate of the values of the different things produced in terms of market price, so that each worker will come to know himself through the application of a common normal standard fixed by the public.

15. To establish this school under present conditions will require the loan of some money in advance—say, about two and a half millions—to be applied as follows: (1) To purchase a site of sufficient size in a suitable neighborhood. (2) To construct and equip the building. (3) An endowment for the teaching-force, in the beginning, and until the institution itself trains up a body of instructors who shall be self-supporting through their own work in the school. As security for the loan, the lender must take a mortgage on the future, and he must be able to get along for possibly a generation without interest. As fast as the workers learn how, though, out of the production of each a fair proportion shall be set aside toward the maintenance of the institution as a whole. In the long run, the type of education that will survive will be self-maintaining. This institution will have self-maintenance as its goal—*education and self-support shall come together*—but as a beginning, in these days, it will take a large sum of money to found it.

Most of the money now contributed for educational purposes goes into one or another of three directions: (1) toward higher institutions of learning and research; (2) toward the very poor; and (3) toward reformatories and various types of rescue-work. The first have enough. In the second case it is often wasted—always so more or less—because it is used under impossible conditions; and in the third it comes too late to reach certainly those whom it was intended to succor, and it is in many ways the most extravagant waste of all.

**Where the  
Money Goes**

This OPPORTUNITY, however, is offered for the establishment

of a school for average people under normal conditions, where the rôle that education should play in the life of a democracy may be actually demonstrated untrammelled by the traditions that hinder and hamper both public and private schools. The public schools are tied up so tightly within the coils of a great system that the flexibility demanded by the individual in his natural development is almost impossible. The school organization is simply a machine invented and perfected for the purpose of holding a boy down while we "educate" him.

On the other hand, although the private school seems especially favored, since the necessary charge for tuition results in the entrance of children of at least well-to-do folk, who are generally supposed to represent the "better class," in fact, this is its chief handicap. We are apt to forget that the children of emigrants and of the poorer classes, who by reason of expense are excluded from the private schools, often represent an art inheritance that stretches back through the centuries that made Italy, and other countries of the Old World glorious. With no means for developing this latent power in the public schools, and debarred by monetary and social considerations from the private schools, the situation is such that the world in general and this country in particular is losing capabilities that cost the race ages to acquire. Any teacher in the Ghetto vacation schools will cite instances by the score to show that there is a latent talent in those dark-eyed,

ragged little children for music and art, which it is criminal to neglect. Some Croesus who agonizes over the fact that he may yet die rich ought to endow the slums. Here is an OPPORTUNITY to establish an institution for original research for the purpose of discovering and saving to the world the all but faded genius of Michael Angelo, of Raphael, and of Da Vinci. Money so expended would have far more significance and potency in developing the newer artistic life of our age and country than any amount spent in the more fashionable procedure of tearing the art treasures from their sympathetic environment in the Old World and setting them up

amid the mocking surroundings of the New. Ten thousand dollars is a great price for a picture; it is but a small sum, though, to be paid for the education of a boy who, incarnating the genius of an old master, would glorify the spirit of his own day and our country in some great work of art. Money is always forthcoming for those who wish to delve in the buried ruins of the ancient world, where uncertain hieroglyphs tell the broken story of a life long ago departed. The quest is now for a man with money, and with the insight and the willingness to spend it in the search for the living spirit of those vanished peoples which yet survives among the unnourished bodies and discouraged souls of those who land on our shores by the hundred thousand. Do YOU KNOW THE MAN? THEN, HERE IS HIS OPPORTUNITY!

**A Fine  
Investment**

**Wanted:  
A Man!**

"Long, long afterwards in an oak  
I found the arrow still unbroke."

W. S. J.

We have just fitted up a Printshop in the University Elementary School which has for its motto "THE BEST WORK WE CAN DO."

With this understanding, the University Elementary School has prepared a calendar in its Printshop for the good year Nineteen Hundred and Seven. Everybody in the school has had something to do with this calendar. The designs are original—that is, so far as things in this world can be original with anybody—and we decided for ourselves everything about it except the number of days in the year.

The price of this calendar is fifty cents; by mail sixty cents. We have printed one thousand copies, and no more will be printed for anybody. We are expecting to do two things with the money that we receive. First, we shall pay our honest debts; second, we know some children who do not have a fair chance, and we are going to give them a lift. If people send us their names and money, we shall send out the calendars, as long as they last, in the order the names come in. We shall get the word if you write to THE UNIVERSITY ELEMENTARY SCHOOL PRINTSHOP, UNIVERSITY OF CHICAGO.